

Morphemic Analysis Mapping (Reading Class Original Activity)







OBJECTIVE: The student will identify the meaning of unknown multisyllabic words.

INSTRUCTIONAL CONTENT: Multisyllable words containing Greek and Latin roots and affixes.

INSTRUCTIONAL ACTIVITY: Morphemic Analysis Mapping

Purpose: The student will identify the meaning of an unknown word by dividing the word into morphemes, identifying the meaning of each morpheme, creating a definition for the word, and writing a sentence with the word.

INSTRUCTIONAL MATERIAL:

-  Transparency of Morphemic Analysis Mapping Worksheet
-  Morphemic Analysis Mapping Worksheet - one per pair of students
-  Overhead projector
-  Overhead marker
-  Poster of selected morphemes and their meanings
-  Word list

DELIVERY OF INSTRUCTION:

Grouping: Whole class for modeling and guided practice; student partners for additional practice

1. Identify several morphemes to be taught.
2. Identify several multisyllable words from students' reading containing the targeted and recently taught morphemes.
3. Tell the students they are going to work in pairs to divide words into meaningful units.
4. Introduce the list of targeted morphemes and review previously taught morphemes.
5. Model how to divide a word as follows:
 - Place the Morphemic Analysis Mapping Worksheet transparency on the overhead projector.

- Write a sentence (e.g., "The student used a **microscope** to examine the ant's body structure.") containing the word to be divided.
 - Write the word (e.g., **microscope**) in the Word box.
 - Divide the word into morphemes (e.g., **micro**, **scope**) while referring to the list of morphemes and "thinking aloud" about the meaning of the morphemes.
 - Record each morpheme and its meaning (e.g., micro: small, scope: to see) in the next row of boxes.
 - Think aloud about the morphemes' meanings combined with the sentence context to create a definition (e.g., to see and small, an ant is small, a microscope must be an object used to see small things).
 - Record the definition (an object used to see small things) in the next box.
 - Create and record a new sentence (e.g., "Scientists often use a **microscope** in their research.") using the word.
6. Model with additional multisyllable words.
 7. Lead the students through guided practice of additional words.
 8. Give each student pair the Morphemic Analysis Mapping Worksheet to complete with another multisyllable word.
 9. Ask students to share their worksheets.

EVALUATION/PROGRESS MONITORING:

Have students generate maps by dividing words and giving their meanings correctly. Definitions and sentences should make sense.

ADAPTATION IDEAS:

Instructional Content:

- Limit the number of targeted morphemes.
- Limit the number of syllables.
- Use the same morpheme for part of each word.

Instructional Activity:

Delivery of Instruction:

- Work directly with an individual or pair, providing extra modeling and guided practice.

Instructional Material:

- Index cards in shape of puzzle with morphemes

(adapted from Enhancing Vocabulary Instruction for Secondary Students, TCRLA., 2000)

TEKS Links: 4.6, 5.6, 6.6, 7.6, 8.6; English I-III: 6; English. IV: 7; Reading I-III: 4



Morphemic Analysis Mapping Worksheet

Sentence

Word

Parts + Meaning

Definition

Your Sentence Using The Word